This table outlines the outcomes and behaviours that students will be assessed by the preceptor at the midpoint and endpoint of the placement. The proportion of time spent on patient care activities will be variable and dependent on the preceptor’s patient care setting and schedule.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional - Acts Professionally</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Displays professional behaviour and adheres to high ethical standards | - Displays honesty, integrity, humility and commitment, altruism, compassion and respect towards others.  
- Does not engage in distracting behavior. (e.g. inappropriate use of technology)  
- Maintains appropriate interpersonal boundaries  
- Dresses professionally and maintains appropriate personal hygiene  
- Maintains privacy and confidentiality  
- Is accessible, diligent, timely and reliable to others |
| 2. Demonstrates professional responsibility and accountability and practices within the scope of a first year student | - Accepts responsibility and accountability for own performance and impact on the performance of others; preceptor support may be required.  
- Seeks guidance when uncertain about own knowledge, skills, abilities or scope of practice.  
- Prioritizes activities and manages time to balance course requirements and practice site workflow.  
- Demonstrates awareness of professional ethics and discuss relevance to pharmacy practice; preceptor support maybe required.  
- Demonstrates appropriate use of health record (e.g. computer profile)  
- Demonstrate awareness of laws, standards of practice, policies and codes that govern the profession and practices within scope of first year student. |
| 3. Demonstrates initiative and self-directed learning and commitment to excellence in practice of pharmacy | - Takes initiative to learn, enhance skills, and integrate knowledge and skills (e.g maximizes learning opportunities).  
- Accepts, incorporates and provides feedback in an effective and constructive manner.  
- Sets personal goals to support development of professional skills, knowledge and attitudes. |
| **Communicator - Communicates Effectively** | |
| 1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence | - Speaks clearly, effectively and respectfully using appropriate tone and pace.  
- Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions)  
- Listen, actively solicit and respond appropriately to ideas, opinions, and feedback from others (patients, team members, preceptor(s), etc).  
- Uses appropriate language and tailors responses appropriately to the context and audience; preceptor support may be required.  
- Demonstrates the appropriate level of confidence.
2. Effectively communicates in writing (written assignments and notes in patient record).

- Correctly applies the rules of syntax, grammar and punctuation.
- Provides appropriate level of detail and complexity, breadth, and depth; **preceptor support may be required**
- Uses appropriate language and tone for the type of written communication and intended audience; **preceptor support may be required**.
- Provide timely and clear responses/documentation; **preceptor support may be required to tailor to the audience**.

### Scholar - demonstrates fundamental knowledge and critical thinking

1. Demonstrates the fundamental knowledge required for pharmacists

- Has minimal gaps in therapeutic knowledge for topics covered in year 1.
- Applies knowledge to identify therapeutic alternatives and determine recommendations that are appropriate, accurate, and practical for topics covered in year 1.

2. Integrates best available evidence into pharmacy practice

- Uses appropriate resources to provide patient care
- Uses appropriate search strategy to identify the best available evidence for a given question.
- Attempts to analyse relevant information to inform responses to questions and patient care decisions; **may require preceptor support**.
- Provide an appropriate and accurate answer with preceptor support.

3. Applies critical judgement to make decisions regarding patient care.

- Applies therapeutic knowledge (for topics covered in year 1) and best available evidence into patient care recommendations with **preceptor support**.
- Takes active role in discussions involving decision making

### Care Provider -provides patient care using the patient care process for uncomplicated patients

1. Establishes and maintains professional relationships with patients/caregivers

- Engages patient; **may require some preceptor prompting and guidance**.
- Exhibits sensitivity, respect and empathy with patients and caregivers.
- Identifies/responds to patient cues with **preceptor guidance**.
- Explains the role of the pharmacist to obtain consent for care.

2. Gathers relevant medical and medication history about a patient's health related needs

- Utilizes multiple sources of patient information to synthesize data to complete a patient history; **preceptor support may be required initially**.
- Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions)
- Employs a systematic process to gather data accurately based on the Patient Care Process document with **preceptor support**.
- Gathers an appropriate amount of information with **preceptor guidance**.
- Completes appropriate patient assessment as applicable (e.g. inhaler technique, readiness to quit smoking).
- Attempts to clarify and manage conflicting data seeking **preceptor support when necessary**.

3. Formulate assessment of actual and potential issues in collaboration with the patient & other healthcare team members; prioritize issues to be addressed

- Considers the patient’s perspective when identifying & prioritizing medication related needs.
- Determines patient’s medical condition(s).
- Assess drug therapy for indication, efficacy, adherence and safety to identify DRPs with **minimal preceptor guidance for therapeutic areas already covered in the curriculum**.
| 4. Develops a care plan that addresses medication and health needs | • Attempts to assess drug therapy and identify DRPs for therapeutic areas not covered in the curriculum with preceptor support.  
• Uses a systematic approach to develop care plans with preceptor support.  
• Establishes goals in collaboration with the patient that are relevant, realistic and timely with preceptor support.  
• Generates a realistic set of alternatives and assesses the pros & cons for conditions covered.  
• Develops a safe and effective plan (recommendations, monitoring and follow up) for managing patient needs for conditions already covered in the curriculum, with preceptor support.  
• Independently begins development of care plan for DRPs for conditions NOT covered in the curriculum.  
• Provides rationale for the chosen plan |
|---|---|
| 5. Implements the care plan when appropriate | • Implement specific actions for managing medication-specific needs (dispense, adapt, refer, etc.) with preceptor supervision.  
• Communicates the agreed upon care plan and rationale to patients and/or health care professionals with preceptor support.  
• Educate the patient on topics covered in year 1 of the program with preceptor supervision (can include disease prevention, management, pharmacological and non-pharmacological recommendations). |
| 6. Follow-up and evaluate as appropriate | • Provides follow-up if possible with preceptor guidance  
• Interprets follow-up information to evaluate safety, and adherence and modify if needed with preceptor guidance. |

### Collaborator - collaborates effectively

| 1. Works effectively with patients and the pharmacy team | • Establishes and maintains positive relationships with patients & the pharmacy team.  
• Recognizes and respects the unique and shared roles and responsibilities of pharmacy team members.  
• Participates in respectful decision making with preceptor support.  
• Provides services and care as agreed upon with the patient and team. |
| 2. Hand over a patient's dispensing or medication review related information to other pharmacy team members to facilitate continuity of safe patient care | • Identifies when patient handover should occur and what information should be communicated with preceptor support.  
• Demonstrates safe handover of dispensing and patient care related information using appropriate communication processes with preceptor support. |

### Manager-Leader - demonstrates fundamental knowledge of the medication use process

| 1. Dispenses products safely and accurately. | • Participates in all aspects of the medication process from prescription intake to completion (storing/awaiting pick up).  
• Review prescriptions for validity, clarity, completeness and authenticity with preceptor support. |
| Check the product and its prescription label against the prescription using a systematic approach, including an independent double check; may require preceptor support initially. |
| Identifies factors and processes critical for safe and efficient medication distribution |
| Compound dosage forms when possible. |
| Perform appropriate pharmaceutical calculations with accuracy. |

| Participates in quality assurance and practice improvement strategies |
| Demonstrates the importance of a culture of patient safety by identifying and participating in patient safety initiatives. |
| Knows how to manage various forms of medication incidents; e.g. near misses/close call, adverse drug events, |
| Describes the process of disclosing and reporting incidents and unsafe practices. |

**Advocate - for patients and profession**

| Advocates for patients within and beyond patient care environments |
| Identify social determinants of health in the practice population and describe how they may impact a patient’s health |
| Participate in health promotion activities with emphasis on self-care |
| Provides patients with health and wellness strategies which include screening and education with preceptor support |
# APPENDIX 2 – PHARM 354 Schedule for Assessments/Assignments

Due to COVID-19 Concerns, items highlighted in YELLOW are to be OMITTED.

**Items in RED are new**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities/Assessments/Assignments</th>
</tr>
</thead>
</table>
| 1-4 weeks before placement starts       | - Provide preceptor with Netcare registration form (4 weeks before start)  
- Review syllabus: course expectations, activities and assignments.  
- **Learning Plan Assignment:** Complete skills inventory and start to develop your learning plan. Upload to Student Requirements (in CORE ELMS) at least 1 week prior to placement.  
- Corresponded with preceptor regarding: receipt of Netcare form, start time, dress code, parking, **any PPE or precautions required**, etc.  
- Review required pre readings around safety and protection during a pandemic (see eClass) |
| Daily throughout placement              | - Participate as a member of the pharmacy team  
- Prepare care plans and other assignments/documentation  
- Complete and provide responses to drug information requests  
- Continued involvement in the dispensing process.  
- Ensure activities and assignments are being completed (student is ultimately responsible for ensuring completion of all course requirements)  
- Discuss course objectives with preceptor and members of the pharmacy team. |
| Week 1: Orientation, Create Placement Schedule | Date: ____________________________  
- Review and discuss your skills inventory and learning goal in your Learning Plan.  
- Review and discuss site COVID policies and procedures including PPE, cleaning, etc  
- Discuss student/preceptor expectations and responsibilities.  
- Review syllabus and discuss objectives, activities and assignments.  
- Develop placement schedule; include preliminary activity planning.  
- Discuss assessment processes and timelines, including informal/daily feedback and debriefing, as well as when discussion topics will occur.  
- Tour of pharmacy and introduction to staff members.  
- Log in to ensure Netcare access, as well as access to other on-site systems (if applicable). |
| Familiarization with Pharmacy and processes | - Introduction to the dispensing process (see Appendix 3).  
- Discuss potential Medical and Medication History Activity (see Appendix 3). |
| End of week 1                            | - Finalize and post your Learning Plan. |
### Week 2: Date: ______________________

<table>
<thead>
<tr>
<th>Activities and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Discuss potential ideas for the Pharmacy Health Promotion activity (sun safety, first aide, school presentation, etc) (see Appendix 3).</td>
</tr>
<tr>
<td>✅ Identify potential health care practices for the interprofessional activity (see Appendix 3).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Thursday</th>
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</thead>
<tbody>
<tr>
<td>✅ Complete at least 1 patient medication history and BPMH (for midpoint assessment). Should be supervised by preceptor for feedback.</td>
</tr>
<tr>
<td>✅ Develop care plans for patients where history completed; review with preceptor</td>
</tr>
<tr>
<td>✅ Prescription and OTC counseling care provider activities (as many as possible). Develop a care plan and DAP note for at least 1 prescription and OTC experience. Discuss with preceptor</td>
</tr>
<tr>
<td>✅ Initiate discussions with preceptor about various topics (see Appendix 3). Ensure all topics not left until the end</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of week 2 Midpoint Assessments and Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Student to complete Student Midpoint Self-Assessment. Provide printed self-assessment to preceptor at scheduled midpoint assessment at the end of week 2.</td>
</tr>
<tr>
<td>✅ MID-POINT Assessments (CORE ELMS): Student Performance Assessment: midpoint; completed by preceptor; review with student. Discuss learning goals for balance of placement</td>
</tr>
<tr>
<td>✅ Student Midpoint Evaluation of Preceptor and Site: complete and discuss with preceptor</td>
</tr>
<tr>
<td>✅ Review progress regarding Pharmacy Health Promotion Activity and interprofessional activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Plan Progress Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Update your Learning Plan: progress achieved (midpoint column). Incorporate new goals or update/refine existing ones as appropriate. Share with preceptor. Post updated Learning Plan in CORE ELMS.</td>
</tr>
</tbody>
</table>

### Week 3: Date: ______________________

<table>
<thead>
<tr>
<th>Assignments and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Complete 1-2 more Patient Medical and Medication histories and BPMH and discuss with preceptor</td>
</tr>
<tr>
<td>✅ Prescription and OTC counseling care provider activities (as many as possible). Develop a care plan and DAP note for at least 1 prescription and OTC experience. Discuss with preceptor</td>
</tr>
<tr>
<td>✅ Care plan assignment Part A: ensure preceptor has at least 3 days to review care plan before posting</td>
</tr>
<tr>
<td>✅ Post 1 care plan to eClass by 11:59 pm Friday of week 3</td>
</tr>
<tr>
<td>✅ Complete the ACP Medication Safety modules and complete or have plan to complete the Drug Incident Report form for real or potential incident as part of the medication safety assignment</td>
</tr>
<tr>
<td>✅ Complete or have plan to complete Health Promotion activity</td>
</tr>
<tr>
<td>✅ Complete or have plan to complete interprofessional activity including thank you note.</td>
</tr>
</tbody>
</table>
| Assignments and activities | Drug Incident Report Form. Ensure preceptor has at least 3 days to review before posting
|                          | Post completed Drug Incident Report Form on eClass by last day
|                          | Update Learning plan progress achieved (final column) and corporate new goals or update/refine existing ones as appropriate. Share with preceptor.
|                          | Post completed Learning Plan in CORE ELMS at end of week 4
|                          | Care plan assignment Part B: complete reflection survey by last day of placement
|                        | Post completed Learning Plan in CORE ELMS at end of week 4
| Final Assessments and Evaluations | Preceptor to complete: **Final Student Performance Assessment** and Placement Grade; reviewed with student.
|                          | Student to complete: **Student Final Evaluation of Preceptor/Site and Student Final Self-Assessment**; discuss both with preceptor
| Within 72 hours of placement completion | Student to complete the Post-Course Placement Evaluation (CORE ELMS); submit AFTER leaving site within 48 hours.
|                          | Anonymous Student Course Survey (survey link emailed to student)
|                          | Consider preceptor nomination for Preceptor Recognition Program. Nomination survey will be emailed to students during the last week of the placement

Week 4: Date: ___________________________
APPENDIX 3 – PHARM 354 Summary of Course Assignments/Activities/Discussions

We acknowledge the current circumstances regarding the COVID-19 Pandemic. Course objectives have not changed, however, flexibility and creativity on the types of activities undertaken to achieve these is encouraged. Patient, student and preceptor safety should not be put at risk. With this in mind some activities have been omitted (see Modified Appendix 3)

With consideration to current practice procedures related to COVID-19, we encourage preceptors to modify discussions accordingly. For example:

How has your site adapted to the pandemic? Impact and changes to practice as a result? Unanticipated consequences? Health promotion as it applies to COVID19?

Items highlighted in YELLOW are to be OMITTED,

<table>
<thead>
<tr>
<th>COURSE Assignments/Activities/Discussions* with preceptor unless otherwise noted</th>
<th>✓ Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete the following during the placement to meet course objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>#1 ASSIGNMENT: Learning Plan</strong></td>
<td></td>
</tr>
<tr>
<td>● Complete skills inventory and develop a Learning Plan (LP), post to eClass 1 week prior</td>
<td></td>
</tr>
<tr>
<td>● Update progress and addition of new goal(s) as appropriate at midpoint and final.</td>
<td></td>
</tr>
<tr>
<td>● Review LP with preceptor at week 1, midpoint and final. Revise as needed</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
</tr>
<tr>
<td>● Revise learning plan throughout placement</td>
<td></td>
</tr>
<tr>
<td><strong>DISCUSSION</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss the following with your preceptor:</td>
<td></td>
</tr>
<tr>
<td>● Placement plans and expectations at the beginning and regularly throughout to obtain and provide feedback.</td>
<td></td>
</tr>
<tr>
<td>● Describe behavioral norms expected of a pharmacist. What strategies does the preceptor uses to achieve professional behavior? How does the student demonstrate this during the placement? Sharing examples during the discussion is helpful. Do your ideas and strategies align with your preceptor?</td>
<td></td>
</tr>
</tbody>
</table>

Application of the code of ethics and standards of practice related to community-based patient care for each:

• Managing and prioritizing professional responsibilities.
• Understanding the importance of patient accountability.
• How is patient confidentiality maintained?
• Are there scenarios where confidentiality may present challenges? e.g. Birth Control Pill Rxs for young girls, Plan B use.
• How does the team deal with patient care challenges; e.g. medication abuse, patient adherence.
• When is it ethically and professionally appropriate to involve caregivers and/or family? Are there circumstances where they should not be involved?
• How do they maintain professional competence.
• Reading literature (how is this identified?) and self-directed learning plans.
• Conferences (which ones?) and professional advocacy groups.
• Formal training (e.g. Geriatric or Diabetic Certification), Authorization to Inject.
• Additional Prescribing Authorization (“Does the preceptor have APA? If yes, discuss reasons for applying and how they use it in practice. If no, discuss why the preceptor has not applied and if they have plans to in future.
• What strategies is the student using during this course and what their approach once they graduate.

### Communicator

#### Activities

Students are expected to review each interview and care plan with the preceptor

- (See care provider) Conduct a minimum of 4 patient interviews (min 1 per week)
- (See care provider) Write and discuss with preceptor a minimum of 4 simple patient care notes, (i.e. DAP) (S) for care provided to patients

#### Discuss the following

- Communication skills and strategies used to talk with patients.
- How the pharmacy team communicates with external health care professionals.
- How the pharmacy team communicates patient care responsibilities to ensure continuity of care; e.g. between team members, documentation on patient profiles, etc. Include modes of communication used (written and verbal)

### Scholar

#### Activities:

- Provide preceptors with an overview of the library resources and at least 1 search strategy for the UofA Library Database(s) accessible to preceptors. (Appendix 4)
- Satisfactorily research, respond and document a minimum of 3 drug information queries (Appendix 4)
  - Students must retrieve information from more than 1 resource for each question.
- Access the PADIS website and review the 3 primary telephone services offered. Discuss these with preceptor.
- Review library requirements in the ACP standards for the operation of Licensed Pharmacies. Discuss with preceptor.
- Identify medical and drug information resources (including online) available at the practice site. Discuss with preceptor.
- Identify the patient information available at the practice site, handouts, pamphlets etc.

#### Discuss the following:

- Benefits and implications of Netcare with preceptor.
- Problem solving and clinical decision making for patient care decisions made with preceptor.

#### Reflect & discuss:
For one patient with multiple concerns, reflect on what makes the decision difficult from the pharmacist’s perspective, the patient’s perspective and possibly the physician’s perspective. Share and discuss with preceptor.

#2 ASSIGNMENT: Care Plan
- Post 1 care plan reviewed and acceptable per preceptor, where you provided care to the patient; that includes a BPMH, DRP identification, therapeutic alternatives, Pro/Con’s, recommendation, rationale, implementation plan, Documentation and follow-up if applicable
- Due -Friday - Week 3 - post to eClass

Students are expected to review each interview and care plan with the preceptor.

Activities:

**DAILY:**
- interactions with patients in the pharmacy (Intake, pickup, OTC, phone calls) to a functional level.

**THROUGHOUT PLACEMENT:**
Complete a minimum of 4 patient interviews/BPMH/CARE PLANS (post 1 of these as your assignment) (note: Keep care plans simple and basic: OTC consults, respiratory. Over the phone is fine if preceptor is comfortable with this)
- 4 patient interviews, complete to preceptor’s satisfaction
- 4 accurate patient BPMH’s.
  - Use a medication review form to collect patient data (Appendix 4: Examples (AHS, ISMP) or standard format used at site)
  - Complete a BPMH form (Appendix 4: examples or standard form used at site)
  - Assess drug therapy (I, E, S, A) for conditions. already covered, at least 1 pulmonary condition and 1 self-care condition, Discuss with preceptor.
- Create 4 care plans to preceptors’ satisfaction for conditions ALREADY covered in curriculum, at least 1 pulmonary (Appendix 4: Patient Care Process worksheet)
  - SUMMARIZE: relevant data
  - INCLUDE all medical conditions.
  - INCLUDE drug related problems related to adherence, effectiveness and/or safety.
  - INDICATE if no DRPs were found (this is OK).
  - INCLUDE the goals that were negotiated through discussion with the patient.
  - DISCUSS other care plan elements; alternatives, monitoring and follow-up with the preceptor. Discuss the care that you are providing and care plans with preceptor. Preceptor can request revisions to care plans until meets acceptable level for a year 1 student
- DEVELOP AND IMPLEMENT a patient care plan worksheet in collaboration with the preceptor; develop clinical documentation to include on the patient’s computer file to support continuity of care.
  - Implement follow-up care plan under preceptor support as appropriate

Educate patients with minimal preceptor support: (Note: this can be role playing)
- At least 1 patient on inhalers and devices (valved holding chambers, peak flow meters)
- A patient on each of the self-care topics covered in year 1 (Appendix 5).
- Role play for those devices, self-care topics not seen
- **Students may counsel other Rxs but it must be under the supervision of a pharmacist**

Create a care plan worksheet based on a counseling experience
- Discuss it with the preceptor.
  - Include the assessment: what information is known or asked; e.g. knowledge of the indication for the medication, efficacy, safety indicators
  - Education about use of the product to promote adherence
- Education Care plans should include:
  - DRP and/or medical condition,
  - Goals of therapy,
  - Counseling provided
  - Monitoring and follow-up if appropriate.

Create a DAP (Data, Assessment, Plan) for patient care/education provided
- Discuss note with preceptor prior to including on patient’s computer profile

May create as many Care Plans as needed for their own practice or as directed by the preceptor (not limited to 4)

**Discuss the following:**
- Non-adherence strategies and determine non-adherence and potential reasons for at least 1 patient
- The impact of having various comorbidities, including 1 condition not yet covered in year 1

---

**Collaborator**

**Activities (yellow highlight omitted)**

**Inter-Professional Activity:** Identify health care practices in the community (e.g. well baby clinics, physiotherapists, chiropractors, acupuncturists, diabetic educators, dieticians, etc) that are available to patients.

**Prior to the IP experience students must:**
- Prepare an expectation of what they want to learn through the experience; review with preceptor

**During the IP experience students must:**
- Visit with the practitioner for a minimum of 20 minutes to discuss health care collaboration
  - Demonstrate respect for the practice and knowledge of other health care professionals
- Give the healthcare professional the “Practitioners Guide to IP Student Shadowing” (half of the green shadowing card; see Appendix 4) to provide topics for discussion.

**Following the IP experience students will debrief their experience with their preceptor.**
- Send an expression of gratitude: gesture of appreciation is appropriate between professionals. Examples: card, email
- Reflection: Consider what you are grateful for; what was learned
  - Were there any skills used by that health care professional that were interesting or effective? (i.e. patient interviewing)
  - Students will discuss with their preceptor their preceptor’s perspective regarding:
- Opportunities for collaboration.
- Barriers or challenges that affect collaborative relationships between other health care professionals and community pharmacists?
- Strategies to overcome common barriers.

**Discuss the following:**
- The role and responsibilities and level of accountability of other pharmacy team members (pharmacy technician/assistant/intern/student) in relation to the patient, the profession, society, including medication use process
- Discuss with technician and assistant their role in pharmacy operations

### Manager- Leader

#### #3 Assignment: Medication Safety Assignment:
- Review the ACP “Drug error management modules- Parts I, II, and III”
- Review the ACP Sample Drug Incident Report.
- Resolve a real or hypothetical drug error using ACP Drug Incident Report form and review and discuss with preceptor.
- Due: Post to eClass on last day of the placement the completed ACP Drug Incident Report form with patient identifiers removed

#### Activities:
- Participate in the dispensing process for a minimum of 40 patients
  - 20 new prescriptions and 20 refill prescriptions to ensure they are complete as per ACP standards
- Prepare simple compounded prescriptions (topical, oral, liquid, vag, rectal) with minimal preceptor support. Discuss challenges with the pharmacy team.

**Discuss the following:**
- Safety initiatives:
  - The importance of ensuring all components of a prescription are present
  - How to handle prescriptions that are not authentic or a concern
  - The impact of funding policies (e.g.) CACP’s
  - Management of schedule II and III drugs
  - A Drug Incident form previously completed at the site.

### Advocate

**Health promotion Activity:**
- Participate in a health promotion initiative at the pharmacy or in the community (i.e. First Aid, Sun Safety, Talk to a seniors group)

**Discuss the following:**
- Which health promotion or disease prevention programs are available at the pharmacy
- The role and responsibility of the pharmacist in promoting the public good and a health promotion activity
- Opportunities and possible strategies for advancing the profession
- What social determinants of health are visible in their community and how they may impact a patient's health
### Appendix 4: Links, forms and templates

<table>
<thead>
<tr>
<th><strong>Learning plan suggested template</strong></th>
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<tr>
<th><strong>Example of Interview forms, BPMH forms</strong></th>
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<tbody>
<tr>
<td>Alberta Health Services: <a href="#">Medication Lists and Tools</a></td>
<td></td>
</tr>
<tr>
<td>ISMP: <a href="#">Best Possible Medication History Interview Guide</a></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>CARE PLAN WORKSHEET</strong></th>
<th><strong>Patient Care Process worksheet</strong></th>
<th></th>
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</table>

| **(IP) Student Shadowing Cards** | [http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2](http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2) |  |

<table>
<thead>
<tr>
<th><strong>The How-To-Guide: UofA Faculty of Pharmacy Library Resources is:</strong></th>
<th><a href="http://tinyurl.com/lgppqay">http://tinyurl.com/lgppqay</a></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The link to the UofA pharmacy library home page is <a href="http://guides.library.ualberta.ca/pharmacy">http://guides.library.ualberta.ca/pharmacy</a></td>
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| **Drug Information inquiry form** |  |  |

<table>
<thead>
<tr>
<th><strong>Drug Error Management Assignment</strong></th>
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</table>
Appendix 5: Self-care and Respiratory topics covered in year 1;
- Consider non-pharm, pharm (OTC and Prescription) and CAM modalities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Counselling/role played</th>
<th>✓/comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seasonal allergies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lice and scabies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atopic dermatitis, Diaper rash xerosis</td>
<td></td>
<td></td>
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<tr>
<td>Acne</td>
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<td></td>
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<tr>
<td>Dandruff/seborrhea</td>
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<tr>
<td>Perspiration</td>
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<tr>
<td>Warts/corns, calluses/bunions</td>
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<tr>
<td>Burn care, basic wound care, insect bites/stings</td>
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<tr>
<td>Sun care, heat related illness, skin cancer surveillance</td>
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<tr>
<td>Eye conditions (blepharitis, dry eye, contact lens care)</td>
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<tr>
<td>Ear conditions (impacted ear wax, otitis externa, minor ear pain)</td>
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<tr>
<td>Dental care, canker sores, dry mouth, halitosis</td>
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<tr>
<td>Hemorrhoids, flatulence, bloating</td>
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<tr>
<td>Cough and cold</td>
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<tr>
<td>Acute pain, tension type headache, sports injuries</td>
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<tr>
<td>Asthma</td>
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<td>COPD</td>
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<tr>
<td>Tobacco Cessation (NRT, Prescription products)</td>
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<tr>
<td>Inhalers and devices</td>
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Students are encouraged to note other conditions counselled on that are NOT on the list, and keep this for ongoing personal learning.